

**R7-2-602. Professional Teaching Standards**

- A. The standards presented in this Section shall be the basis for approved teacher preparation programs, described in R7-2-604, and the Arizona Teacher Proficiency Assessment, described in R7-2-606.
- B. Standard 1: The teacher designs and plans instruction that develops students' abilities to meet Arizona's academic standards and the district's assessment plan. The performance assessment shall measure the extent to which the teacher's planning:
  - 1. Focuses instruction on Arizona's academic standards;
  - 2. Focuses instruction on the school and district's academic standards;
  - 3. Aligns curriculum with the student assessments;
  - 4. Addresses any physical, mental, social, cultural, and community differences among learners;
  - 5. Addresses prior knowledge of individual and group performance;
  - 6. Indicates short and long-term curriculum goals;
  - 7. Includes appropriate use of a variety of methods, materials, and resources;
  - 8. Includes learning experiences that are developmentally appropriate for learners;
  - 9. Includes learning experiences that address a variety of cognitive levels;
  - 10. Includes learning experiences that are appropriate for curriculum goals;
  - 11. Includes learning experiences that are based upon principles of effective instruction;
  - 12. Includes learning experiences that accurately represent content; and
  - 13. Incorporates appropriate assessment of student progress.
- C. Standard 2: The teacher creates and maintains a learning climate that supports the development of students' abilities to meet Arizona's academic standards. The performance assessment shall measure the extent to which the teacher:
  - 1. Establishes and maintains standards of mutual respect;
  - 2. Displays effective classroom management;
  - 3. Encourages the student to demonstrate self-discipline and responsibility to self and others;
  - 4. Respects the individual differences among learners;
  - 5. Facilitates people working productively and cooperatively with each other;
  - 6. Provides a motivating learning environment;
  - 7. Promotes appropriate classroom participation;
  - 8. Listens thoughtfully and responsively;
  - 9. Organizes materials, equipment, and other resources appropriately; and
  - 10. Applies to daily practice the ethics of the profession.
- D. Standard 3: The teacher implements and manages instruction that develops students' abilities to meet Arizona's academic standards. The performance assessment shall measure the extent to which the teacher:
  - 1. Appropriately implements a teacher-designed lesson plan;
  - 2. Communicates to students specific standards and high expectations for learning;
  - 3. Links learning with students' prior knowledge, experiences, and background;
  - 4. Models the skills, concepts, attributes, or thinking processes to be learned;
  - 5. Demonstrates effective written and oral communication;
  - 6. Uses appropriate language to communicate with learners clearly and accurately;
  - 7. Uses strategies that are appropriate to students' developmental levels;
  - 8. Incorporates strategies which address the diverse needs of learners, and demonstrate multicultural sensitivity;
  - 9. Encourages critical thinking;
  - 10. Connects lesson content to real life situations when appropriate;
  - 11. Uses technology and a variety of instructional resources appropriately;
  - 12. Uses a variety of effective teaching strategies to engage students actively in learning;
  - 13. Maximizes the amount of class time students are engaged in learning which result in a high level of success for students;
  - 14. Provides opportunities for students to use and practice what is learned; and
  - 15. Adjusts instruction based on feedback from students.
- E. Standard 4: The teacher assesses learning and communicates results to students, parents and other professionals with respect to students' abilities to meet Arizona's academic standards. The performance assessment shall measure the extent to which the teacher:
  - 1. Promotes student self-assessment;

2. Uses a variety of appropriate formal and informal assessments aligned with instruction;
  3. Maintains records of student work and performance and uses them to guide instructional decisions;
  4. Offers students and parents appropriate feedback on progress toward learning expectations;
  5. Maintains privacy of student records and performance.
- F. Standard 5: The teacher collaborates with colleagues, parents, the community and other agencies to design, implement, and support learning programs that develop students' abilities to meet Arizona's academic standards and to transition from school to work or post-secondary education. The performance assessment shall measure the extent to which the teacher:
1. Works with parents to enhance student learning at home and school;
  2. Collaborates with other professionals and agencies to improve the overall learning environment for students;
  3. Accesses community resources and services to foster student learning;
  4. Demonstrates productive leadership and team membership skills that facilitate the development of mutually beneficial goals; and
  5. Collaborates with colleagues to achieve school and district goals.
- G. Standard 6: The teacher reviews and evaluates his or her overall performance and implements a professional development plan. The performance assessment shall measure the extent to which the teacher:
1. Reviews his or her practices and evaluates the influences of those practices on student growth and learning;
  2. Designs and continually adapts a professional development plan for improving instruction and student learning;
  3. Engages in activities that implement the professional development plan;
  4. Uses employer's documentation of his or her performance to develop a professional development plan; and
  5. Pursues professional activities to support development as a learner and a teacher.
- H. Standard 7: The teacher has general academic knowledge as demonstrated by the attainment of a bachelor's degree. The teacher also has specific academic knowledge in his or her subject area or areas sufficient to develop student knowledge and performance to meet Arizona academic standards. The subject knowledge assessment shall measure the extent to which the teacher has knowledge of:
1. Skills and concepts related to the subject areas;
    - a. At the elementary level, the teacher demonstrates knowledge of language arts and reading, math, science, social studies, and fine arts.
    - b. At the secondary level, the teacher demonstrates knowledge of the subject area or areas he or she is being certified to teach.
  2. Major facts and assumptions that are central to the discipline;
  3. Debates and the processes of inquiry that are central to the discipline;
  4. Integration of disciplinary knowledge with other subject areas; and
  5. Connections between knowledge of the subject areas and real life situations at the level of the students being taught.
- I. Standard 8: The teacher demonstrates current professional knowledge sufficient to effectively design and plan instruction, implement and manage instruction, create and maintain an appropriate learning environment, and assess student learning. The professional knowledge assessment shall measure the extent to which the teacher has knowledge of:
1. A variety of methods for teaching language arts and reading, math, science, social studies, and fine arts at the elementary level or a variety of methods for teaching reading and the subject area or areas in which the teacher is seeking certification at the secondary level;
  2. Interdisciplinary learning experiences that integrate knowledge, skills, and methods of inquiry from several subject areas;
  3. Principles and techniques associated with various instructional strategies;
  4. Learning theories, subject matter, curriculum development, and student development and how to use this knowledge in planning instruction to meet curriculum goals;
  5. Methods for recognizing and accommodating exceptional children;
  6. Influences of individual development, experiences, talents, prior learning, language, culture, gender, family, and community on student learning;

7. Principles of human motivation and behavior and their implications for managing the classroom and organizing individual and group work;
  8. Effective evaluation of curriculum materials and resources for accuracy, comprehensiveness, and usefulness for representing particular ideas and concepts;
  9. The characteristics, uses, advantages, and limitations of different types of assessments for evaluating how students learn, determining what they know and are able to do, and identifying what experiences will support their further growth and development;
  10. Measurement theory, interpretation of test results, and assessment-related issues, such as validity, reliability, bias, and scoring;
  11. Services and resources to meet the needs of exceptional children and how to access the services and resources;
  12. Schools as organizations within the larger community context and the operations of the relevant aspects of the educational system; and
  13. Laws and ethics related to student, parent, and teacher rights and responsibilities.
- J. Standard 9: In collaboration with other professionals and parents, the special education teacher participates in the design, implementation, and assessment of individualized education programs. The performance assessment shall measure the extent to which the special education teacher:
1. Demonstrates knowledge of disabilities and their educational implications;
  2. Demonstrates knowledge of state and federal special education laws, rules and regulations;
  3. Demonstrates knowledge of and the ability to use a variety of assistive devices that support student learning;
  4. Applies specialized diagnostic and assessment procedures to assist in determining special education eligibility for all areas of suspected disability;
  5. Assists in the design and implementation of individualized education programs through diagnostic teaching, instructional adaptations, and individual behavior management techniques; and
  6. Utilizes paraeducators and paratherapists effectively through training and supervision.

#### **Historical Note**

Former Section R7-2-602 repealed, new Section R7-2-602 adopted effective December 4, 1978 (Supp. 78-6). Amended by adding a new subsection (B) effective August 29, 1988 (Supp. 88-3). Amended effective December 15, 1989 (Supp. 89-4). Amended effective July 10, 1992 (Supp. 92-3). Amended effective March 6, 1997 (Supp. 97-1). Section repealed; new Section adopted effective December 3, 1998 (Supp. 98-4).